

FENNELL ELEMENTARY

PO BOX 427
Yemassee, SC 29945

GRADES PK-6 Elementary School

ENROLLMENT 271 Students

PRINCIPAL Willie F. Coker 843-589-2032

SUPERINTENDENT Dr. Terry O. Pruitt 803-943-4576

BOARD CHAIR Mr. Eugene Jenkins, Jr. 803-943-0547

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	14	67	48	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Excellent	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Below Average	Below Average	Yes

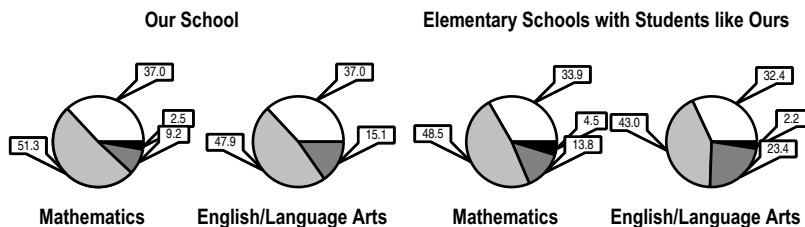
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

71.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	120	100.0	37.0	47.9	15.1	0.0	23.5	Yes	Yes
Gender									
Male	69	100.0	44.9	49.3	5.8	0.0	14.5		
Female	51	100.0	26.0	46.0	28.0	0.0	36.0		
Racial/Ethnic Group									
White	20	100.0	30.0	55.0	15.0	0.0	30.0	I/S	I/S
African-American	98	100.0	38.1	46.4	15.5	0.0	22.7	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	108	100.0	33.6	49.5	16.8	0.0	25.2		
Disabled	12	100.0	66.7	33.3	0.0	0.0	8.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	120	100.0	37.0	47.9	15.1	0.0	23.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	120	100.0	37.0	47.9	15.1	0.0	23.5		
Socio-Economic Status									
Subsidized meals	106	100.0	40.0	44.8	15.2	0.0	22.9	Yes	Yes
Full-pay meals	14	100.0	14.3	71.4	14.3	0.0	28.6		

Mathematics - State Performance Objective = 15.5%									
All Students	120	100.0	37.0	51.3	9.2	2.5	23.5	Yes	Yes
Gender									
Male	69	100.0	42.0	50.7	5.8	1.4	17.4		
Female	51	100.0	30.0	52.0	14.0	4.0	32.0		
Racial/Ethnic Group									
White	20	100.0	40.0	40.0	15.0	5.0	30.0	I/S	I/S
African-American	98	100.0	37.1	52.6	8.2	2.1	21.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	108	100.0	33.6	53.3	10.3	2.8	26.2		
Disabled	12	100.0	66.7	33.3	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	120	100.0	37.0	51.3	9.2	2.5	23.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	120	100.0	37.0	51.3	9.2	2.5	23.5		
Socio-Economic Status									
Subsidized meals	106	100.0	38.1	50.5	9.5	1.9	22.9	Yes	Yes
Full-pay meals	14	100.0	28.6	57.1	7.1	7.1	28.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	30	100.0	25.0	50.0	21.4	3.6	25.0
	Grade 4	40	100.0	27.0	62.2	10.8	N/A	10.8
	Grade 5	30	100.0	48.1	44.4	7.4	N/A	7.4
	Grade 6	39	100.0	33.3	51.5	15.2	N/A	15.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	33	100.0	21.2	51.5	27.3	N/A	27.3
	Grade 4	27	100.0	44.4	48.1	7.4	N/A	7.4
	Grade 5	33	100.0	36.4	57.6	6.1	N/A	6.1
	Grade 6	27	100.0	48.1	29.6	22.2	N/A	22.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	30	100.0	46.4	46.4	3.6	3.6	7.1
	Grade 4	40	100.0	32.4	48.6	16.2	2.7	18.9
	Grade 5	30	100.0	44.4	48.1	7.4	N/A	7.4
	Grade 6	39	100.0	30.3	42.4	24.2	3.0	27.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	33	100.0	21.2	72.7	6.1	N/A	6.1
	Grade 4	27	100.0	66.7	25.9	3.7	3.7	7.4
	Grade 5	33	100.0	18.2	66.7	12.1	3.0	15.2
	Grade 6	27	100.0	48.1	33.3	14.8	3.7	18.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 271)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	5.4%	Up from 3.4%	3.6%	2.7%
Attendance rate	96.4%	Up from 94.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.2%		6.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.2%		5.3%	3.5%
Eligible for gifted and talented	2.0%	Down from 4.3%	5.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.1%	Up from 3.7%	8.0%	8.2%
Older than usual for grade	5.2%	Up from 4.9%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	39.1%	Down from 45.0%	48.7%	51.4%
Continuing contract teachers	78.3%	Down from 95.0%	81.8%	87.5%
Highly qualified teachers**	100.0%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.2%	0.0%
Teachers returning from previous year	85.2%	Up from 83.5%	83.4%	86.7%
Teacher attendance rate	95.7%	Up from 94.8%	94.7%	94.9%
Average teacher salary	\$38,523	Up 0.4%	\$40,045	\$40,760
Prof. development days/teacher	5.0 days	No change	13.8 days	12.4 days

School				
Principal's years at school	8.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 12.9 to 1	17.2 to 1	18.9 to 1
Prime instructional time	91.5%	Up from 89.2%	89.0%	90.0%
Dollars spent per pupil*	\$7,158	Down 7.6%	\$6,702	\$6,044
Percent of expenditures for teacher salaries*	62.9%	Up from 62.5%	64.0%	65.9%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	17.3%	Up from 11.9%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	100.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Fennell Elementary School, located in the town of Yemassee, serves 310 students in grades Pre-K through Six. Eighty-eight percent of these students qualify for free or reduced price lunch. We partner with several businesses, the town of Yemassee, a community foundation, and several individuals to promote quality education and balanced literacy programs.

We are proud of our achievements for the 2003-2004 school year. They include:

Continuing our SC READS reading initiative through being awarded a Reading First Grant;

A Comprehensive School Reform Grant to continue teaching math using the Everyday Math curriculum in all grade levels;

A 21st Century grant to improve academic skills in reading and math for students in grades 3-6;

Class size reduction in second grade;

Computer training for parents, students, and community residents;

A state of the art technology center;

An after-school childcare enrichment program;

An after-school tutorial assistance program;

Donations to purchase books for all children;

A school-wide visit to the SC Aquarium and Beidler Wildlife Forest;

Major improvements to our Outdoor Classroom courtyard center;

An increase in parental, community, and volunteer involvement;

A school with a vision to provide quality education to all learners;

A reputable school climate and a beautiful school environment;

A supportive PTO and SIC;

An active and ongoing Family Literacy Program; and

A licensed daycare facility.

Fennell Elementary School is committed to involving, respecting, and serving the Yemassee community.

Willie F. Coker

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	29	15
Percent satisfied with learning environment	88.9%	72.4%	80.0%
Percent satisfied with social and physical environment	89.5%	63.0%	64.3%
Percent satisfied with home-school relations	52.6%	79.3%	60.0%

*Only students at the highest elementary school grade level at this school and their parents were included.